UNIVERSITY OF CENTRAL FLORIDA

College of Education

***“Teaching is the profession that teaches all other professions.”* (Author unknown)**

**Descriptive Information**

**School:** School of Teaching, Learning, and Leadership

**Course Title:** Teaching Strategies and Classroom Management

**Course Number:** EDG 4410, Section 5

**Course Wiki:** http://edg4410drkarenverkler.wikispaces.com/

**Course Credit:** 3.0

**Prerequisites:** EDF 2005, Introduction to Education; EDG 2701, Teaching DiversePopulations; EME 2040 Technology for Educators

**Intended Audience:** Junior standing or CI (Consent of the Instructor)

**Semester:** Spring 2012

**Instructor:** Dr. Verkler

**Class Hours:** Wednesday, 10:30a.m.-1:20 p.m.

**Class Location:** Teaching Academy Room 221

**Office No. & Phone No:** ED 220L, 407-823-5235 (Note: There is no voice mail.)

E-mail address: ProfessorVerkler@aol.com

**Office Hours:** Wednesday, 9:00-10:00 a.m., 1:30-3:30 p.m.

Thursday, 9:00-10:00 a.m., 1:30-2:30 p.m.

Or by appt.

**Catalog Description:** Students are exposed to various instructional delivery techniques and organizational and management skills that promote the development of a classroom community. Students microteach and view the lessons for development of reflective practice. They begin the development of their portfolios as evidence of their becoming facilitating reflective practitioners. They participate in a field experience.

Students with disabilities, who need reasonable modifications to complete assignments successfully, are encouraged to meet with the instructor as early in the semester as possible to identify and plan specific accommodations. Students may be asked to supply a letter from the Office of Student Disability Services.

According to UCF Golden Rule (<http://www.ucf.edu/goldenrule>) guidelines, academic dishonesty/cheating, including plagiarism, which is a violation of student academic behavior standards, is subject to academic and/or disciplinary action. Within the College of Education, violations of this nature may also result in fitness-to-teach evaluations and removal from the College.

**SECONDARY LEVEL FOCUS OF THIS SECTION OF EDG 4410:** This class section is geared toward secondary majors and K-12 education major/minor (foreign language education, art education, etc.) fields. The pedagogy, content, and curriculum are all directed toward the secondary level and will not satisfy the needs of elementary education, as indicated in the course registration note: “This section is restricted to Secondary and K-12 Education Major/Minor fields. Elementary Education majors should choose another section.”

**Statement of Course Goals and Objectives**

KEY: FEAP/PEC = Florida Educator Accomplished Practices 1-12/ Professional Educator Competencies 13-14

ESOL = English for Speakers of Other Languages

SSS = Florida Sunshine State Standards

**Objectives**: The student will:

1. **Teaching**

* Recognize, select, write, and classify behavioral objectives using cognitive, affective, and psychomotor taxonomies and the Sunshine State Standards. FEAP/PEC 10; PEC 13; applicable SSS
* Develop instructional plans, which meet the needs of diverse learners. ESOL 16; FEAP/PEC 10; PEC 14; ESOL 13; applicable SSS
* Develop a repertoire of teaching strategies for diverse populations. ESOL 13; FEAP/PEC 10; PEC 14
* Demonstrate two different types of teaching strategies in a microteaching setting. FEAP/PEC 10; PEC 14; applicable SSS.
* Explain the advantages and disadvantages of various instructional strategies relative to the age of student, content being taught, limitations, etc. FEAP/PEC 10, PEC 14; ESOL 13
* Select and create a variety of curriculum materials that are appropriate to objectives and plans chosen. FEAP/PEC 10, PEC14; applicable SSS
* Select and effectively use a wide variety of question types. FEAP/PEC 4; PEC 14; applicable SSS
* Select and use verbal and non-verbal communication effectively. FEAP/PEC 2
* Choose effective reinforcement techniques. FEAP/PEC 9
* Structure the classroom effectively. FEAP/PEC 9
* Know and use a variety of classroom management techniques. FEAP/PEC 9
* Compare and contrast management discipline systems and create a system for a classroom. FEAP/PEC 9
* Establish a set of classroom routines and procedures for utilization of materials and movement of students. FEAP/PEC 9
* Identify causes of classroom misbehavior and employ one or more techniques for correcting. FEAP/PEC 9
* Demonstrate knowledge of methods for establishing a safe classroom community and preventing problem behavior, in keeping with the state code of ethics and the principles of professional conduct FEAP/PEC 6, 9
* Select, evaluate, and integrate computer software into teaching strategies. FEAP/PEC 12
* Understand and recognize social and cultural experience implicit in all instructional objectives. FEAP/PEC 5, 10; PEC 14; ESOL 13, 16
* Understand and recognize exceptional abilities and special needs implicit in all student populations. FEAP/PEC 5 10; PEC; ESOL 13, 16
* Participate in field experiences appropriate for major area of specialization and reflect on the teaching strategies, classroom climate, assessment strategies, and behavior management plans in operation in these field experiences. FEAP/PEC 2, 5, 8, 9, 10, 11, 12; PEC 14; ESOL 13, 16; applicable SSS

#### Information

* Locate UCF Main Library and CMC Education Library for resources available. FEAP/PEC 12
* Use technological methods to find information LUIS-ERIC-CD Rom, etc. FEAP/PEC 12
* Know and begin to understand the Florida Educator Accomplished Practices. FEAP/PEC 3

**Required Texts and Readings**

**Textbook:** Jacobsen, D.A., Eggen, P., Kauchak, D. (2009). *Methods for*

*Teaching: Promoting Student Learning in K-12 Classrooms* (8th

Ed.). New Jersey: Allyn & Bacon.

**Wiki for course materials and current information:** http://edg4410drkarenverkler.wikispaces.com/

**Supplementary Materials:**  Flash drive; LiveText at the UCF Bookstore or livetext.com; tri-fold

stand-up poster,scrapbook/album, or multimedia presentation (e.g.,

PowerPoint)

**Course Expectations - Professionalism/Participation**

You are being prepared to enter and succeed in the teaching profession. As such, you are expected to possess and exhibit those personal attributes deemed essential to success as a professional educator. These attributes include reflective decision-making, professional commitment, strong interpersonal and communications skills, an appropriate classroom personality, mature emotional makeup, and academic integrity. Students demonstrating inappropriate behavior may be subject to fitness-to-teach evaluations and resultant removal from the College.

Students are expected to attend all class and field experience sessions and are accountable for all materials covered. Class attendance and participation are critical for your learning experience in this class. Professionalism and respect are integral to the teaching profession, and consequently, to this class.

Your attendance in class is necessary for the successful functioning of our class. If you have to miss class because of illness, seminar obligation, etc., you are required to notify the instructor as soon as possible. In addition, you must provide documentation to substantiate your excuse. **Absences and/or consistent tardiness/leaving class early will result in the lowering of your final grade by one letter grade.**

In addition to the above professionalism and participation, please remember you are accountable and responsible for addressing the FEAP’s (Florida Educator Accomplished Practices) during your *entire* program at UCF. Addressing an FEAP in another class does not exempt you from maintaining and upholding the quality standards for which the university stands. Below are listed the FEAP’s that are particularly important to your professionalism. **You are expected *at all times* to be accountable and responsible**. Within the School of Education, violations of the FEAP’s may result in written documentation of the Professional Code of Conduct.

**FEAP’s:**

**Role of the Teacher**

* Shows the ability to reflect upon educational issues and the abilities of those working in the profession.
* Demonstrates professional commitment: is punctual and responsible, attends class regularly, completes assignments, demonstrates pride in self and work.
* Shows the ability to get along with others, e.g., students, teachers, and peers; establishes positive rapport and relationships.
* Is self-controlled; reacts appropriately under stress.
* Is flexible.
* Expresses both positive and negative feelings in a non-defensive manner.
* Is willing to accept responsibility for own actions; does not blame others and does not project weaknesses on others.
* Demonstrates the ability to maintain a positive, collaborative relationship with students’ families to increase student achievement
* Demonstrates knowledge and understanding of the value of, and strategies for, promoting parental involvement in education.
* Recognizes signs of tendency toward violence and severe emotional distress in students and applies techniques of crisis intervention.
* Recognizes signs of alcohol and drug abuse in students and knows how to appropriately work with such students and seek assistance designed to prevent further abuse.
* Recognizes the physical and behavioral indicators of child abuse and neglect and knows rights and responsibilities regarding reporting.
* Is a caring educator, concerned with students’ learning and personal well-being.

**Ethics**

* Commits no incidents of plagiarism, cheating on tests, or violations of standard ethics.
* Commits no violations of the Code of Ethics of the Education Profession in Florida (SBE Rule 6B-1.001) and Principles of Professional Conduct for the Education Profession in Florida (SBE Rule 6B-1.006).

**Continuous Improvement**

* Shows willingness and ability to reflect upon one’s own strengths and weaknesses as those relate to what one does, who one is, how one thinks.
* Is intellectually and academically curious.
* Is receptive to suggestions for improving professional knowledge and skills.
* Is willing to accept and adapt to change.
* Is committed to life-long learning.

**Diversity**

* Is sensitive to all students and committed to teaching all students regardless of ability, socio-economic, cultural, linguistic and ethnic background, exceptionality, gender, religion, and other variables.
* Is tolerant, adaptive, open-minded, supportive, encouraging.
* Recognizes and demonstrates awareness of the educational needs of students who have limited proficiency in English and employ appropriate teaching strategies.
* Values diversity; promotes social justice, equity, and democracy.

**Knowledge of Subject Matter**

* Does not intentionally suppress or distort subject matter relevant to a student's academic program. (NOTE: Doing this is also a violation of the Code of Ethics)
* Bases instruction on applicable Sunshine State Standards.
* Does not present inappropriate material to students.
* Maintains high academic standards and provides students with a high quality education.

**Learning Environments**

* Creates positive learning environments and presents lessons in an appropriate manner.
* Is positive, enthusiastic, resourceful, energetic, optimistic, empathetic, encouraging, adaptable, polite, tactful, attentive; yet is business-like and task oriented; efficient; possesses acumen; demonstrates general classroom awareness.
* Demonstrates the ability to maintain a positive environment in the classroom while achieving order and discipline.
* Reflects research-based best practices in instructional methods.

**Additional Course Expectations**

1. Use of cell phones (talking and texting) during class is disrespectful, distracting, and

unprofessional. Cell phones are to be **TURNED OFF AND PUT AWAY**. Students wanting to use their phones must do so during break or outside of the classroom.

2. Class notes, documents, rubrics, resources, announcements, and other supplementary material

are available at the course Wiki at **http://edg4410drkarenverkler.wikispaces.com/** Students are to download and/or print out documents from files on the course Wiki. **It is your responsibility to check the Wiki before class each week to ensure you are ready with the appropriate materials for class.**

3. Students are expected to complete reading assignments before each class meeting. Students

should come to class prepared to make relevant contributions to class discussions and activities based on assigned readings.

4. **Assignments are due at the beginning of class on the date indicated in the syllabus.**

**Grades will be lowered 20% (of total points possible) per class meeting for assignments**

**turned in late.** Assignments may be turned in early. If you are absent, it is your responsibility to get any missed work and turn in any assignments that are due. An absence **DOES NOT** change the assignment’s due date.

**Technical/computer problems are not an acceptable excuse for a late assignment. Do not wait until the due date to print out your assignment.**

5. Most of the assignments are to be submitted with a rubric. This syllabus clearly indicates which

assignments are to be accompanied by a rubric. The rubric is vital for the instructor’s evaluation of

your assignment. **Grades for** **assignments turned in without the rubric will be lowered 20% (of total points possible).**

6. Your preparedness reflects your degree of professionalism. **As such, your assignments are to be submitted with all components stapled together.** **The rubric with your name on it is to**

**be attached to the front of your assignment.** Work submitted should look professional; it

should not look as though it was thrown together with little thought. **Dog-eared and unstapled**

**work will be returned and the grade will be lowered 20% of total points possible.** The

instructor will not have a stapler.

7. **All class assignments must be word processed unless otherwise indicated.** In addition,

all assignments are to be submitted free of spelling, grammatical, and typographical errors. Such errors will result in the lowering of the assignment grade by 20% of the total points for that assignment. **Make sure to proof any submitted work or have someone else proof your work before you turn it in.** The University Writing Center, phone number 407-823-2197, is also available for student assistance in writing, proofing, and editing. Their Web site is http://www.uwc.ucf.edu

8. Work is expected to be thoughtful, reflective, and of high quality in terms of both content and

presentation. Work that does not meet the established criteria will be noted and will not receive

full credit.

**Academic Course Requirements**

The instructor has samples of most of these course assignments. You may view these samples before and after class, during class breaks, and/or during the instructor’s office hours. It is highly recommended that you refer to them as a guide in completing your assignments.

1. **Junior Achievement Training.** All students will attend one of the training sessions listed

below. This course has a required in-school experience. During this 15-hour placement, you will be teaching 5-6 life skills/economics education lessons. To prepare for this experience each student must attend a training session outside of class time. You will select one of the following training sessions:

UCF’s Orlando campus – Morgridge International Reading Center

* Tuesday, January 24, 2012 from 10:30 a.m. – 1:20 p.m.
* Wednesday, January 25, 2012 from 10:30 a.m. – 1:20 p.m.

**Fingerprinting - for Orange County placements only:**

Wednesday, September 7, 2011 from 8:30 a.m. – 5:00 p.m. in the lobby of the Teaching Academy

2. **Resume (FEAP/PEC 2)** Students will prepare a professional resume.

3. **Curriculum Materials Center (CMC) Orientation.** Students will complete an online orientation to the Curriculum Materials Center (CMC) that introduces the services and collections of the CMC.  The CMC online orientation may be found at <http://library.ucf.edu/CMC/Orientation>. It consists of a worksheet and four videos: overview of the CMC, the production lab, using the catalog to find items in the CMC, and the collection. Students will watch these videos and then visit the CMC on **February 13th** to complete the worksheet. The worksheet is due at the end of class **February 13th.  Late assignments will not receive full credit.**

4. **Microteaching and Professional Development Plans (FEAP/PEC 10; ESOL 13, 16)**

Students will participate in two microteach experiences, which will be recorded during the class. They will view their performance and submit written professional development plans, referring to the accompanying rubrics.

* Microteach I is a direct teach with a poster. A student-designed lesson plan is to be

submitted for Microteach I. The Microteach I lesson plan will ultimately be uploaded into the student’s LiveText professional portfolio.The plan will be developed in conjunction with the ESOL Module, which provides guidelines for its construction.

* Microteach 2 is an indirect teach with an instructional aid. This lesson will incorporate

teaching strategies, instructional materials, questioning skills, and modifications made

for special needs and culturally and linguistically diverse students.

5. **Exams**

The exams will cover lectures, videos, class activities, discussions, guest speakers, and the assigned readings.

6. **ESOL Module (ESOL 13, 16; PEC 14)**

Students will complete the NEW EDG 4410 Teaching Strategies and Classroom Management ESOL (English for Speakers of Other Languages) Module assignments, lesson plan, and professional development plan for Microteach I. The ESOL module can be found online at the following address: http://education.ucf.edu/stll/esol.cfm **Make sure you select the “New EDG 4410 module.”**

The completed assignment is to be submitted with the “Microteach I Professional Development Plan Rubric--ESOL Standards 13 and 16,” which can be found in this syllabus or obtained from the course wiki.

When the assignment is returned with instructor feedback, **early childhood education**, **elementary education**, **exceptional education**, and **secondary English language arts education majors** will need to place it in their TESOL notebook. This notebook, which is introduced and started in TSL 4080, will need to be maintained as evidence of mastery of all state-mandated ESOL competencies. The completed Teaching Strategies and Classroom Management ESOL modules, which address ESOL competencies 13 and 16, are to be inserted into the EDG 4410 Teaching Strategies and Classroom Management section of the TESOL notebook. If you need additional information, go to http://education.ucf.edu/esol/ and click on “ESOL Endorsement Program.”

7. **Letter/Newsletter/Syllabus (FEAP/PEC 2; PEC 14)**

Each student will write a letter/newsletter/syllabus to families of future students introducing himself/herself and explaining his/her classroom management plan. It should also include the items listed on the corresponding rubric. This assignment is to be submitted with the appropriate rubric. Secondary majors will create a syllabus. Elementary majors will write a letter or newsletter. K-12 majors, depending on the grade level they wish to eventually teach, will create a syllabus or newsletter/letter. This assignment will ultimately be uploaded into the student’s LiveText portfolio under the Letter/Newsletter section.

8. **LiveText Portfolio (FEAP/PEC 2, 10)**

Using LiveText, students will begin to compile a professional portfolio as evidence of their becoming facilitating reflective practitioners. The following assignments\* must be uploaded to LiveText by the specified deadline in order for the student to earn a grade for this course:

* Microteach I Lesson Plan
* Letter/Newsletter/Syllabus

\*A clean copy of each assignment is to be uploaded. The accompanying rubrics are not to be uploaded.

**At the beginning of the semester, students must go to the Curriculum Materials Center (CMC) for assistance in creating their Livetext Portfolio.** Students will need to bring their LiveText registration number with them to the orientation session. Students can also access <http://education.ucf.edu/livetext/create_portfolio.cfm> for additional Livetext assistance.

9. **Service-Learning (FEAP/PEC 2, 5, 7, 8, 9, 10; applicable Sunshine State Standards)**

All students will participate in 15 hours of volunteer work in a school setting. Five of the hours will involve teaching five Junior Achievement lessons. ***Students with criminal arrest records must see the instructor immediately to discuss how their history may impact their ability to complete this course and to eventually become a teacher.*** Students enrolled in other EDG or EDF courses requiring a field experience may NOT use the same hours for both experiences*.*

EDG 4410 is a UCF sanctioned service-learning class. Students will spend a minimum of fifteen hours throughout the course volunteering in an educational setting. This activity will address a need in the community, support the course objectives, involve a connection between the campus and the community, and involve structured student reflection. Students will spend time reflecting on their service-learning experiences through ongoing structured classroom discussions related to each course topic and a meta-reflective project. Service-learning efforts will be the core of much of the learning in the course. The "grade" for the service-learning requirement will come from the tangible class-related project and discussions, rather than simply from completion of the 15-hour minimum requirement.

Service-learning experiences can assume many different forms. To meet the objectives of the course, our activities will address the following needs of our educational communities:

* Need for special assistance for students in schools, especially high risk
* Additional help in preparation for the FCAT
* Classroom management/proximity control by adults
* Role models/mentors from diverse ethnic, linguistic, and socioeconomic backgrounds
* Increased civic knowledge and awareness via Junior Achievement lessons
* Working with ESOL students – This is highly recommended for students in the areas of early childhood education, exceptional education, elementary education, and English Language Arts.

Students and classroom teachers must complete a contract listing the activities planned for this experience, including the five Junior Achievement lessons. No student will be expected to work on a project to which she or he has significant religious, political, or moral objections. It is the student’s responsibility to let the instructor know about such objections.

10. **Final Class Project: Classroom Management (FEAP/PEC 2, 9, 11)**

Students will be given their choice of final class project. They can either: (1) individually create a service learning artifact (poster, scrapbook/album, or multimedia presentation) and do an oral presentation that focuses on various aspects of classroom management in the service-learning classroom OR (2) individually or in groups share with the entire class a classroom management strategy by demonstration and handouts. (See the detailed descriptions on the following page of this syllabus.) Be sure to reference the appropriate rubric in the syllabus.

11. **HAPPY Hour Student Showcase Attendance**. HAPPY (**H**aving **A**ctive **P**articipation **P**repares **Y**ou) Hour is an opportunity for professional development for UCF’s undergraduate education

majors. HAPPY Hour consists of monthly workshops conducted by College of Education and K-12 experts in areas of interest to our students. The workshops are free and require no pre-registration. Students simply show up, learn, have fun, and leave with tons of resources. A schedule of the 2010-2011 HAPPY Hour workshops can be found at http://education.ucf.edu/happyhour. Students are encouraged to attend the workshops to enhance their credentials as educators. The workshops attended can be added to the “Professional Development” section of the students’ ever-growing professional resumes.

HAPPY Hour also includes the HAPPY Hour Student Showcase, an in-house conference that highlights pre-service teachers as the presenters. This year’s Showcase will be Saturday, January 28, 2012, from 8:30-4:00 p.m. On-line registration is $10.00. Late and/or on-site registration (the day of the Showcase) is $15.00. To qualify for door prizes, register online by Friday, January 20, 2012, at http://education.ucf.edu/happyhour/register.cfm. Payment must be received by Tuesday, January 24, 2012.

In lieu of taking Exam 1, students have the option of attending the ENTIRE HAPPY Hour Student Showcase. Students attending the Showcase will submit an artifact (presentation handout) and a reflection in which they will reflect on the entire Showcase or on a particular presentation that made a significant impact on them. In their reflection, students will discuss what they learned from the Showcase and/or presentation and how they might apply what they learned once they have their own classroom. A reflection is NOT a narrative of what the presenter did and/or said. In a reflection, students demonstrate that they have gleaned something meaningful from the presentation and have given critical thought regarding how they might be able to use/implement what they learned in their future classroom/career. If students wish to attend another professional development conference prior to Exam 1 and to reflect on that experience instead, they will need to discuss this option a.s.a.p. with the course instructor.

**FINAL PROJECT OPTIONS**

You have a choice of final project. Described below are the two options. I will describe them in further detail as we progress through the semester**.** Time limit for each person is 5-10 minutes.

**Option One** – This option to be completed and shared individually.

You will complete a poster, scrapbook/album, or CD/DVD presentation (PowerPoint, for example) of your service learning and/or Junior Achievement experiences. The criteria for this option are specified on the rubrics in your course packet. If you create a poster, you will use the rubric entitled “Classroom Management Poster Rubric.” If you create a scrapbook/album or CD/DVD, you will use the rubric entitled “Classroom Management Artifact (Scrapbook/Album/CD/Digital Video) Rubric.” You will need to you address ALL criteria specified on the rubric.

I will split up the class into four groups (not necessarily your microteach groups) and each group will go into one of the four microteach rooms. Each person choosing Option One will share their poster, scrapbook/album, or CD/DVD with their group during a 5-10-minute presentation (refer to the rubric about what needs to be discussed during your presentation).

After your presentation, you will leave the microteach room and your peers will evaluate you on your artifact and presentation. They will indicate their evaluation on your rubric, which will then be turned in to me. I will have the final say regarding the grade you earn.

This process will continue until all Option One students have shared their artifacts.

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**Option Two** – This option can be done either individually or in groups (as many as three people can be in a group.) Do NOT present with others if your topic is so simple to explain that an additional person is not warranted.

This option gives you a SMALL taste of the steps that HAPPY Hour Student Showcase student presenters experience on the way to and through presenting at the Showcase. The criteria for this option are specified on the three-page rubric entitled “FINAL PROJECT: Classroom Management Handout and Presentation RUBRIC” in your course syllabus. Since there are several different steps to presenting a presentation/workshop, there are several different parts to this assignment. By the way, you will NOT actually be submitting a proposal to present at the HAPPY Hour Student Showcase. However, for those of you who think you might like to do so in the future, this is a great way to get a taste of what the presenters have to do.

Your presentation MUST be about classroom management strategies. You can share things you research, things you learned in any of the HAPPY Hour Student Showcase presentations and/or HAPPY Hour workshops, any of your classes, service learning and Junior Achievement experiences, etc. Remember, teaching is about borrowing ideas that have worked for others.

* You will fill out the Presentation Proposal Form in your course syllabus. You will not submit the form electronically.
* You will then create a handout for class distribution. (Your handout does not have to be in color.)
* You will then present your presentation to our entire class. Refer to Presentation part (Part C) of the rubric.

Your evaluation will be conducted by me.

**Course Evaluation**

|  |  |  |  |
| --- | --- | --- | --- |
| Assignment | Date Due | Points Worth | Points Earned |
| Rough draft of Resume |  | -- |  |
| Resume |  | 20 |  |
| HAPPY Hour Student Showcase handouts and reflection |  | 25 |  |
| **OR** |  |  |  |
| Exam 1 |  | 25 |  |
| CMC Orientation Worksheet |  | 10 |  |
| Rough draft of Microteach I Lesson Plan |  | -- |  |
| Microteach I Lesson Plan  -with rubric |  | 35 |  |
| Microteach I Professional Development Plan: ESOL Standards 13 and 16  -with rubric from syllabus or Wiki. |  | 24 |  |
| Service Learning Contract |  | -- |  |
| Rough draft of Microteach II Lesson Plan |  | -- |  |
| Microteach II: Indirect Teach |  | -- |  |
| Letter/Newsletter/Syllabus  -with rubric |  | 20 |  |
| Microteach II Professional Development Plan  -with rubric and Microteach II Lesson Plan | Varies: See tentative class schedule. | 20 |  |
| Microteach I Lesson Plan and Letter/Newsletter/Syllabus uploaded to LiveText by education majors |  | Must be done to earn course grade |  |
| Final Project  -with rubric |  | 40 |  |
| Service Learning Evaluation |  | -- |  |
| Exam 2 |  | 25 |  |
| TOTAL POINTS |  | **219** |  |

The grading system, which will not include plusses or minuses, is as follows:

A = 203-219 points B = 186-202 points C = 166-185 points D = 151-165 points

F = Below 151 points

**Misrepresentation of Work**

You may not use papers or activities written by former students to satisfy course requirements. Use of prior work will be considered cheating and will result in an automatic course grade of F. Misrepresenting actual work completed (e.g., a classmate’s work, materials from the Internet, etc.) as yours will also be considered cheating and will result in a failing course grade. Within the College of Education, violations of this nature may also result in fitness-to-teach evaluations.

**Z Designation for Academic Dishonesty (information below quoted from http://www.z.ucf.edu)**

A Z designation for academic dishonesty has been approved by the University Undergraduate Policy and Curriculum Committee of the Faculty Senate. Adopting the Z designation reaffirms the importance of civic responsibility by faculty and students to ensure that degrees earned at UCF are of high quality and subject to clear and high standards. If a student engages in academic dishonesty in a course, the grade that the student earns for the course will be preceded by the letter Z.

Tentative Class Schedule

***Check out*** [***http://edg4410drkarenverkler.wikispaces.com/***](http://edg4410drkarenverkler.wikispaces.com/) ***WEEKLY for class materials, announcements, and the most current information!***

Date Agenda/Assignment

January 11 Introductions and organization of course

Professionalism and fitness to teach

Chapter 1: Teaching in an Era of Standards and Accountability

January 18 Professional Resume

Domains of learning/higher level thinking

Chapter 4: Standards and the Goals of Instruction

Junior Achievement: Placement and training date selection

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January 25  **Rough draft of resume is due.**

Planning – goals and outcomes for instruction; unit and lesson planning

Chapter 5: Formulating Goals and Objectives Using Standards

Chapter 6: Planning for Assessment with Standards

Introduction to Microteach I

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February 1 **Resume is due.**

Chapter 8: Meeting Standards Through Teacher-Centered Instructional Strategies (pp. 222-237)

Direct Teach: Microteach I Lesson Plan

Interdisciplinary Planning

February 8 Chapter 10: Building on Learner Differences: Instructional Strategies

Introduction of ESOL Module website: http://education.ucf.edu/stll/esol.cfm

ESOL Strategies: ESOL Simulation

February 8 **Exam 1**

Curriculum Materials Center (CMC) Orientation: <http://library.ucf.edu/CMC/Orientation>

Bring your CMC Orientation Worksheet to complete during the orientation.

February 15  **Rough draft of Microteach I Lesson Plan is due for peer editing.**

Swap Microteach I lesson plans: Peer editing

Microteach I procedures

Microteach I Professional development plans

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February 22 **Microteach I: Direct Teach with a graphic organizer poster**

**Microteach I Lesson Plan and rubric are due.**

February 29 **Microteach I Professional Development Plan: ESOL Standards 13 and 16 with rubric from syllabus or Wiki are due.**

Chapters 2 and 3: Classroom Management

Guest speaker: Bullying

March 7 Spring Break! Let’s go to the beach!

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March 14 Chapter 10: Building on Learner Differences: Instructional Strategies ESOL Strategies: ESOL Simulation

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March 21 **Service learning contract is due.**

Chapter 7: Questioning Strategies in an Era of Standards & Accountability

Chapter 8: Meeting Standards through Teacher-Centered Instructional Strategies (pp. 237-248)

Questioning Strategies, Indirect teaching strategies, Indirect teach demo

Microteach II lesson plan

March 28 **Rough draft of Microteach II lesson plan is due.**

Swap Microteach II lesson plans: Peer editing

Professional Development Plan

Establishing a learning climate: communicating expectations, procedures, rules, classroom layout, climate, routines and procedures,first day/week. Classroom Management Style Guest speaker: Building a climate for learning

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

April 4 **Letter/Newsletter/Syllabus and Rubric are due.**

**Microteach II: Indirect Teach with instructional aid**

April 11 **Microteach II Professional Plan and Rubric, and Microteach II Lesson Plan are due from students doing their final projects on Nov. 30.**

**Final Projects: Classroom Management Presentations.**

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April 18 No formal class session: Students will work on final projects.

**Education majors will upload the Microteach I Lesson Plan and Letter/Newsletter/Syllabus to LiveText.**

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April 25 **Microteach II Professional Development Plan and Rubric, and Microteach II Lesson Plan are due from students doing their final projects on November 16.**

**Service Learning Evaluation is due.**

**Final Projects: Classroom Management Presentations.**

December 7 **Exam 2**

Interviewing for a teaching position: Guest speaker – Principal

**MICROTEACH I LESSON PLAN RUBRIC**

**Complete the top of this rubric and STAPLE the rubric to the front of your assignment when submitting it for a grade.**

**SUBJECT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**GRADE LEVEL: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ UNIT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**LESSON TITLE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SUNSHINE STATE STANDARDS [4 pts]**

BENCHMARK/S: (include at least two complete benchmarks.)

**RATIONALE [2 pts]**

(Explain why students should be learning this content.)

**GOALS OBJECTIVE [5 pts]**

(Two sentences. Goal statement: learner and learning task. Evaluation statement: condition, performance, criteria)

**CONTENT [3 pts]** (Outline what you are going to teach and include any terms with their definitions.)

**PROCEDURES** **[7 pts]**

(Write step-by-step directions stating HOW you are going to teach the lesson. Identify at least three ESOL strategies in **BOLD, CAPITAL LETTERS**. After each strategy, label it as an ESOL strategy and indicate which ELL student it addresses.)

1. anticipatory set

2. state objective

3. input

4. model

5. check for understanding

6. guided practice

7. independent practice

**CLOSURE/SUMMARY [2 pts]** (Explain how you will end the lesson.)

**RESOURCES [1 pt]** (List any materials you plan to use during lesson including the graphic organizer poster.)

**EVALUATION [3 pts]** (Include condition, performance and criteria from the goals objective.)

**ESOL Strategies [6 pts] (**Explain at least one appropriate ESOL strategy incorporated into the lesson for each ELL student. Explain your rationale for selecting this ESOL strategy.)

1. **Edith:** Explain the non-verbal activities and tasks (SLIDE accommodations) that will be incorporated

**i**nto the lesson appropriate for Edith who is at the beginning level of language development.

1. **Edgar:** Explain the SHOW – non-verbal activities and tasks (SLIDE) and/or intermediate TELL

strategies (TREAD) appropriate for Edgar who is at the intermediate level of language proficiency.

1. **Tasir:** Explain the TELL strategies – more advanced TREAD accommodations for Tasir who is at the

advanced level of language development.

**Graphic Organizer [2 pts]** (Attach a copy of graphic organizer unless incorporated into lesson plan.)

**Microteach I Professional Development Plan Rubric--ESOL Standards 13 and 16**

**Complete the top of this rubric and STAPLE the rubric to the front of your assignment when submitting it for a grade.**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EDG 4410 Section \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grading Key: 0 point = no or incorrect response; 1 point = cursory response; listing rather than describing or explaining; 2 points = detailed response; thorough explanation**

|  |  |  |  |
| --- | --- | --- | --- |
| **Edith – Beginning** |  | |  |
| * Describe SLIDE strategy selected | 0 | 1 | 2 |
| * Explain how you planned to use the SLIDE strategy in your lesson | 0 | 1 | 2 |
| * Reflect on your success in assisting Edith   + If you were successful:     - provide evidence from the recording     - Explain why the SLIDE strategy would help Edith at her beginning level of language development. Include specifics about Edith’s communicative   capabilities in English.   * + If you were unsuccessful:     - provide evidence from the recording     - Explain how you could improve to better reach Edith. Include specifics about   Edith’s communicative capabilities in English. | 0 |  | 2 |
| 0 | 1 | 2 |
|  |  | |  |
| **Edgar – Intermediate** |  | |  |
| * Describe SLIDE or beginning TREAD strategy selected | 0 | 1 | 2 |
| * Explain how you planned to use the SLIDE or beginning TREAD strategy in your   lesson | 0 | 1 | 2 |
| * Reflect on your success in assisting Edgar:   + If you were successful:     - Provide evidence from the recording     - Explain why the SLIDE strategy would help Edgar at his intermediate level of   language development. Include specifics about Edgar’s communicative  capabilities in English.   * + If you were unsuccessful:     - provide evidence from the recording     - Explain how you could improve to better reach Edgar. Include specifics   about Edgar’s communicative capabilities in English. | 0 | 1 | 2 |
| 0 | 1 | 2 |
|  |  | |  |
| **Tasir – Advanced** |  | |  |
| * Describe TREAD strategy selected | 0 | 1 | 2 |
| * Explain how you planned to use the TREAD strategy in your lesson | 0 | 1 | 2 |
| * Reflect on your success in assisting Tasir   + If you were successful:     - Provide evidence from the recording     - Explain why the TREAD strategy would help Tasir at her advanced level of language development. Include specifics about Tasir’s communicative   capabilities in English.   * + If you were unsuccessful:     - provide evidence from the recording     - Explain how you could improve to better reach Tasir. Include specifics about   Tasir’s communicative capabilities in English. | 0 | 1 | 2 |
| 0 | 1 | 2 |
|  |  | |  |

**TOTAL\_\_\_\_\_\_\_/24 points**

**UNIVERSITY OF CENTRAL FLORIDA**

**EDG 4410 SERVICE LEARNING CONTRACT**

UCF Student’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EDG 4410 Section number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The following is a list of the types of experiences that we would like the UCF student volunteers to encounter. We do not expect that each student will do all of these things. This list is given as a guide. You may add your own ideas. The UCF student may be involved in direct or indirect volunteer activities. However he/she must be active, not merely observing, and he/she needs to be meeting a need in your classroom. The UCF student has been trained by Junior Achievement to teach five economic and business education lessons. The student has been provided with all of the course materials to make these lessons educationally worthwhile and enjoyable for the students.

|  |  |
| --- | --- |
| **Direct** | **Indirect** |
| Tutor | Grade papers |
| Teach a new or review lesson/activity | Assemble bulletin boards |
| Lead a cooperative group activity | Set up learning centers |
| Supervise learning center activities | Develop resource materials |
| Work with students who are behind/at risk | Collect curricular materials |
| Coach students as they read orally | Organize materials for lessons |
| Help student find resource material | Draft correspondence to families |
| Help supervise a field trip | Translate classroom materials, if able |
| Work with ESOL student/s | Give written feedback on assignments |

Hopefully the in-school experience will serve several community needs. First, the UCF student will aid your students who need extra help or enrichment. Secondly, the UCF student will assist you as an extra pair of hands, ears and eyes in the classroom. Finally, the UCF student will experience the real world of the classroom and consequently make decisions about entering the education profession.

Please list the types of activities the UCF student will be performing during the fifteen-hour in-school experience.

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Teacher’s signature UCF student’s signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s name School Name

**Letter/Newsletter/Syllabus to Families/Guardians Rubric**

**Secondary Level**

This rubric is to be STAPLED to the front of your assignment when submitted for a grade.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your grade will be based on the following criteria:

\_\_\_\_\_Inclusion of the following items (2 points each):

\_\_\_\_\_Goals and Objectives paragraph

\_\_\_\_\_List of supplies

\_\_\_\_\_Class Rules

\_\_\_\_\_Consequences/Discipline Plan

\_\_\_\_\_Make-Up Work Policy

\_\_\_\_\_Grade Breakdown (e.g., test/projects 30%, quizzes 20%, etc.)

\_\_\_\_\_Parent, Guardian, and Student Signature Page

\_\_\_\_\_Your contact information. Indicate how you may be contacted. Provide

school phone number and email. You may use a bogus number and email address.

\_\_\_\_\_Lack of grammatical, spelling, or mechanical errors No errors: 2 points 1-2 errors: 1 point More than 2 errors: 0 points

\_\_\_\_\_Clarity of expression: Did you clearly communicate what you wanted to say?

No areas of confusion: 2 points 1 area of confusion: 1 point More than one area of confusion: 0 points

**\_\_\_\_\_=Total points for assignment**

**MICROTEACH #2**

**LESSON PLAN RUBRIC**

This rubric is to be STAPLED to the front of your assignment when submitted for a grade.

**SUBJECT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**GRADE LEVEL: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ UNIT TITLE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**LESSON TITLE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SUNSHINE STATE STANDARD/S**

BENCHMARK/S (include at least two complete benchmarks)

**RATIONALE (**Explain why students should be learning this content)

**GOALS OBJECTIVE (**Two sentences. Goal statement: learner and learning task. Evaluation

statement: condition, performance, criteria)

**CONTENT** (Content can be in narrative form, in outline form, or in bulleted points. If new vocabulary is taught, it and the definitions should be listed here.)

**PROCEDURES**

* Include at least 3 convergent and 3 divergent questions within your procedures. Identify them as such with **BOLD, CAPITAL LETTERS** (e.g., **CONVERGENT QUESTION**).
* Identify within the procedures any ESOL strategies used. Identify them as such with **BOLD, CAPITAL LETTERS** (e.g., **ESOL STRATEGY: USE OF VISUALS)**.
* If you addressed another content area in your lesson (i.e., you engaged in interdisciplinary planning), identify the other content area within your procedures. For example, if you are a math teacher and introduced a rap to help students remember a concept, you would write **(MUSIC)** in your plan. Identify interdisciplinary planning with **BOLD, CAPITAL LETTERS (**e.g., **INTERDISCIPLINARY PLANNING: MUSIC**).

**CLOSURE/SUMMARY**

**RESOURCES/MATERIALS**

**EVALUATION** (Include condition, performance and criteria)

**Microteach II Professional Development Plan Rubric**

This rubric is to be STAPLED to the front of your assignment when submitted for a grade.

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\*Grading Key:

0 points = Criterion not addressed

1 point = Cursory response; listing without explanation; single sentence response 2 points = Detailed response; explanation and justification provided

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITERION #1 TO IMPROVE** |  |  |  |
| * Identification of problematic criterion | 0 |  | 2 |
| * Evidence verifying this criterion was problematic\* | 0 | 1 | 2 |
| * Activity 1 to improve performance regarding criterion\* | 0 | 1 | 2 |
| * Activity 2 to improve performance regarding criterion\* | 0 | 1 | 2 |
| * Statement of experiences during which activities can be   implemented in the future (1 experience = 1 point; 2 experiences =  2 points) | 0 | 1 | 2 |
|  |  |  |  |
| **CRITERION #2 TO IMPROVE** |  |  |  |
| * Identification of problematic criterion | 0 |  | 2 |
| * Evidence verifying this criterion was problematic\* | 0 | 1 | 2 |
| * Activity 1 to improve performance regarding criterion\* | 0 | 1 | 2 |
| * Activity 2 to improve performance regarding criterion\* | 0 | 1 | 2 |
| * Statement of experiences during which activities can be   implemented in the future (1 experience = 1 point; 2 experiences =  2 points) | 0 | 1 | 2 |
| **TOTAL POINTS: \_\_\_\_\_\_/20** | | | |

**OPTION ONE FINAL PROJECT: CLASSROOM MANAGEMENT POSTER RUBRIC**

This rubric must accompany your poster when submitted for a grade.

**PRESENTER’S NAME: \_\_\_\_\_ Section Number \_\_\_\_\_\_\_\_\_\_**

**Reviewers’ Names: \_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Introduction to Site:** Poster: This section should present the school, classroom, and/or resources, etc. Students will present this information visually in the form of photos (with descriptive captions). If multiple sites are visited, the student should focus on the environment where the most hours were completed. | 3 | 2 | 1 | 0 |  |  |  |
| **Teacher and Student Demographics:** Poster: This section should present the teacher (e.g., years teaching, educational background, areas of certification) and students (e.g., age range, ethnic backgrounds, linguistic heritages, exceptionalities) with whom the student served. Bullets, charts, graphs, and pictures (only with permission) can be effective in delivering this information. | 4 | 3 | 2 | 1 | 0 |  |  |
| **Engagement Activities:** Poster: This section lists and describes the types of activities in which the UCF student was engaged, how often, and with whom. Photos of the UCF student engaging in the described activities should be included. | 5 | 4 | 3 | 2 | 1 | 0 |  |
| **Classroom Arrangement** |  | | | | | | |
| Poster: On an 8 ½” X 11” piece of paper, draw a diagram of the layout of the classroom. Label the location of furniture, supplies, windows and doors, and traffic patterns. | 2 | 1 | 0 |  |  |  |  |
| Presentation: (a) What was the teacher’s rationale for this arrangement? (b) Analyze the classroom arrangement in terms of visibility, accessibility and distractibility (you may include both pros and cons). (c) What would you change to make this classroom arrangement a more effective organizational environment? | 3 | 2 | 1 | 0 |  |  |  |
| **Classroom Rules** |  | | | | | | |
| Poster: List the rules in your classroom. | 1 | 0 |  |  |  |  |  |
| Presentation: (a) How were the rules established? (b) Discuss the teacher’s enforcement of the classroom rules, or the lack thereof. | 3 | 2 | 1 | 0 |  |  |  |
| **Classroom Procedures** |  | | | | | | |
| Poster: List and describe 3 procedures you observed in the classroom. Anything that happens the same way each time may be considered a procedure, (For example, how the teacher collects homework can be considered a procedure.) | 3 | 2 | 1 | 0 |  |  |  |
| Presentation: Select one procedure, describe it, and explain its purpose and effectiveness in achieving this purpose. | 3 | 2 | 1 | 0 |  |  |  |
| **Management Problem Areas** |  | | | | | | |
| Poster and presentation: Discuss the following four main problem areas in classroom management: transitions, giving assignments, monitoring students, and bringing closure to the lesson. Additional information to include on the poster: (a) Identify two potential problem areas, and explain where and when each manifests in the classroom. (b) Explain how the teacher did or did not avoid the problem areas. | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
|  |  | | | | | | |
| **Title of Poster (“EDG 4410 Service Learning Project”) –** Should be visible on front of poster. | 1 | 0 |  |  |  |  |  |
| **Name of Student** – Should be visible on front of poster. | 1 | 0 |  |  |  |  |  |
| **Readable (font large enough) and visible from 5 feet away** | 1 | 0 |  |  |  |  |  |
| **Information is neatly and cleanly displayed** | 1 | 0 |  |  |  |  |  |
| **Includes Artifacts to Illustrate Points (e.g., photos, drawings, charts, graphs)** | 1 | 0 |  |  |  |  |  |
| **Addresses Adult Audience (i.e. isn’t the type of poster used in the microteaches)** | 1 | 0 |  |  |  |  |  |
| **Formatting of poster for visual balance** | 1 | 0 |  |  |  |  |  |
|  |  | | | | | | |
| **TOTAL (40 possible)** |  |  |  |  |  |  |  |

**OPTION ONE FINAL PROJECT: CLASSROOM MANAGEMENT ARTIFACT (SCRAPBOOK/ALBUM/CD/DIGITAL VIDEO) RUBRIC**

This rubric must accompany your scrapbook/album when submitted for a grade. Rubrics for a multimedia presentation are to be submitted immediately following the peer evaluation of the presentation.

**PRESENTER’S NAME: Section Number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Reviewers’ Names:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Introduction to Site:** Artifact and presentation: This section should present the school, classroom, and/or resources, etc. Students will present this information visually in the form of photos (with descriptive captions). If multiple sites are visited, the student should focus on the environment where the most hours were completed. | 3 | 2 | 1 | 0 |  |  |  |
| **Teacher and Student Demographics:**  Artifact and presentation: This section should present the teacher (e.g., years teaching, educational background, areas of certification) and students (e.g., age range, ethnic backgrounds, linguistic heritages, exceptionalities) with whom the student served. Pictures (only with permission), bullets, charts, and graphs can be effective in delivering this information. | 4 | 3 | 2 | 1 | 0 |  |  |
| **Engagement Activities:** Artifact and presentation: This section lists and describes the types of activities in which the UCF student was engaged, how often, and with whom. Include photos of yourself engaging in the described activities. | 5 | 4 | 3 | 2 | 1 | 0 |  |
| **Classroom Arrangement** |  | | | | | | |
| Artifact: On an 8 ½” X 11” piece of paper, draw a diagram of the layout of the classroom. Label the location of furniture, supplies, windows and doors, and traffic patterns. Then scan the diagram into your scrapbook, multimedia presentation, etc. | 2 | 1 | 0 |  |  |  |  |
| Artifact and presentation: (a) What was the teacher’s rationale for this arrangement? (b) Analyze the classroom arrangement in terms of visibility, accessibility and distractibility (you may include both pros and cons). (c) What would you change to make this classroom arrangement a more effective organizational environment? | 3 | 2 | 1 | 0 |  |  |  |
| **Classroom Rules** |  | | | | | | |
| Artifact: List the rules in your classroom. | 1 | 0 |  |  |  |  |  |
| Presentation: (a) How were the rules established? (b) Discuss the teacher’s enforcement of the classroom rules, or the lack thereof. | 3 | 2 | 1 | 0 |  |  |  |
| **Classroom Procedures** |  | | | | | | |
| Artifact: List and describe 3 procedures you observed in the classroom. Anything that happens the same way each time may be considered a procedure. (For example, how the teacher collects homework can be considered a procedure.) | 3 | 2 | 1 | 0 |  |  |  |
| Presentation: Select one procedure, describe it, and explain its purpose and effectiveness in achieving this purpose. | 3 | 2 | 1 | 0 |  |  |  |
| **Management Problem Areas** |  | | | | | | |
| Artifact and presentation: Discuss the following four main problem areas in classroom management: transitions, giving assignments, monitoring students, and bringing closure to the lesson. Additional information to include in your artifact: (a) Identify two potential problem areas, and explain where and when each manifests in the classroom. (b) Explain how the teacher did or did not avoid the problem areas. | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
|  |  | | | | | | |
| **Title of Artifact (“EDG 4410 Service Learning Project”)** – Include this title at the beginning of your artifact. | 1 | 0 |  |  |  |  |  |
| **Name of Student** – Include your name at the beginning of your artifact. | 1 | 0 |  |  |  |  |  |
| **Readable and Neat (Text is clearly and neatly displayed; Audience viewing the product should be able to read the text.)** | 1 | 0 |  |  |  |  |  |
| **Colorful and Creative** | 1 | 0 |  |  |  |  |  |
| **Includes Artifacts to Illustrate Points (e.g., photos, drawings, charts, graphs)** | 1 | 0 |  |  |  |  |  |
| **Addresses Adult Audience (i.e. isn’t the type of artifact used in the microteaches)** | 1 | 0 |  |  |  |  |  |
| **Formatting of each page (“slide,” if PowerPoint is used) for visual balance** | 1 | 0 |  |  |  |  |  |
|  |  | | | | | | |
| **TOTAL POINTS (40 possible)** |  |  |  |  |  |  |  |

**Option 2 FINAL PROJECT**

**Classroom Management Handout and Presentation**

**RUBRIC**

**Total points: 40 points**

This rubric is to be STAPLED to the front of your presentation proposal form and presentation handout and submitted to the instructor at the beginning of your presentation to the class. If you work in pairs or trios, make certain that all group members proof all work prior to submission for evaluation. You will earn one group grade. The work must be representative of the efforts of all group members.

Name(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**A. Presentation Proposal Form (11 points)**

Provided presenter’s name and contact information (1 point) \_\_\_\_\_

Indicated if presenter(s) would be interested in presenting more than once (1 point) \_\_\_\_\_

Provided names and contact information of other presenters, if applicable (1 point) \_\_\_\_\_

Provided title of presentation (1 point) \_\_\_\_\_

Provided description of presentation (2 points) \_\_\_\_\_

Indicated type of audience (1 point) \_\_\_\_\_

Indicated room configuration (1 point) \_\_\_\_\_

Indicated equipment needed (1 point) \_\_\_\_\_

Indicated possibility of use of video clip (1 point) \_\_\_\_\_

Indicated need for a faculty mentor (1 point) \_\_\_\_\_

**Total points earned: \_\_\_\_\_**

**---------------------------------------------------------------------------------------------------------------------------------------**

**B. Presentation Handout (11 points)**

The items listed below do not have sequenced as indicated below, but they do need to be included and clearly labeled in your handout.

* Included name of students in presentation group and email addresses (1 point) \_\_\_\_\_
* Stated name of topic (1 point) \_\_\_\_\_
* Included explanation of how the topic is related to classroom management

topic/concept/strategy (or philosophy) in textbook (2 points) \_\_\_\_\_

* Included list of materials to implement the strategy (1 point) \_\_\_\_\_
* Included clear step-by-step directions for others to implement the strategy in their

future classrooms (3 points) \_\_\_\_\_

* Included graphics for clarity of explanation (1 point) \_\_\_\_\_
* No grammatical, typographical, or spelling errors (1 point) \_\_\_\_\_
* Provided enough copies of handout for entire class (1 point)

**Total points earned: \_\_\_\_\_**

**C. Presentation (18 points)**

You will also earn points on the quality of your performance per the following criteria:

* Provided an explanation of the purpose of the strategy (for example, a strategy might get students’ attention; another might get students ready for group work, etc.).
* Clearly explained the strategy.
* Effectively demonstrated the strategy.
* Used media, visuals, etc. to illustrate points or to clarify explanation.
* Provided time for audience participation (e.g., practicing what you taught them, reviewing the main points of your topic, audience feedback, ideas, questions, etc.)
* Showed evidence of being prepared.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Absent = 0 points** | **Poor = 1 point** | **Acceptable = 2 pts.** | **Thorough = 3 pts.** |
| Purpose of strategy |  |  |  |  |
| Clear explanation of strategy |  |  |  |  |
| Effective demonstration  of strategy |  |  |  |  |
| Use of media, visuals, etc. for clarification |  |  |  |  |
| Time for audience participation |  |  |  |  |
| Evidence of preparedness |  |  |  |  |

**Total points earned: \_\_\_\_\_\_\_\_\_\_**

**TOTAL POINTS FOR ASSIGNMENT (SECTION A + SECTION B + SECTION C) = \_\_\_\_\_\_\_\_\_\_**

Instructor’s comments:

**UNIVERSITY OF CENTRAL FLORIDA**

**EDG 4410 SERVICE-LEARNING EVALUATION**

UCF Student’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EDG 4410 section number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please rate the performance of the UCF student in the following areas so that we may know his/her strengths and weaknesses. Use the back if you would like to make additional comments.

0 = not able to judge 3 = good

1 = poor 4 = excellent

2 = needs improvement

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. The UCF student has worked cooperatively with the teacher | 0 | 1 | 2 | 3 | 4 |
| 1. The UCF student has established rapport with the students. | 0 | 1 | 2 | 3 | 4 |
| 1. The UCF student’s speech and behavior served as an appropriate model for the students. | 0 | 1 | 2 | 3 | 4 |
| 1. The UCF student carried out instructions well. | 0 | 1 | 2 | 3 | 4 |
| 1. The UCF student was able to work without much direction from the teacher. | 0 | 1 | 2 | 3 | 4 |
| 1. The UCF student was able to apply his/her own initiative in activities assigned. | 0 | 1 | 2 | 3 | 4 |
| 1. The UCF student was able to change or adapt plans to meet the needs of the students. | 0 | 1 | 2 | 3 | 4 |
| 1. The UCF student maintained a professional relationship with the students, teacher, and school staff. | 0 | 1 | 2 | 3 | 4 |
| 1. The UCF student seemed to bring about a change in the students’ attitudes or skills. | 0 | 1 | 2 | 3 | 4 |
| 1. The UCF student seemed to enjoy the experience. | 0 | 1 | 2 | 3 | 4 |

Please indicate the number of hours the UCF student has volunteered in your classroom or school:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_hours

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s name School

Teacher’s signature Date

Student Information Sheet

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course \_\_\_\_\_\_\_\_ \_EDG 4410\_\_\_\_

Student PID\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Section \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Year in College (Jr., Sr., etc.)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please state future personal and/or educational/vocational goals.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please list your hobbies/interests.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please indicate what you hope to gain from this class.

Please state any other information that you would like to share with me (optional). Feel free to continue your response on the back of this sheet.